

**Head of English**

**Unity Academy Blackpool**

**Information for candidates**



**Head of English**

**Salary:** MPR/UPR + TLR 2c (£6515)  
**Contract:** Permanent, Full Time  
**Start Date:** 27th August 2019

This post represents an ideal opportunity for a candidate eager to step into subject leadership or to continue their career from an existing leadership role. This post sits within the leadership team of the Core Faculty within the academy and is supported by a Head of Faculty who oversees English, Maths and Science. (The full management structure is contained within the attached information for candidates.) This post incorporates the operational and strategic leadership of the department, working under the guidance of an experienced Head of Faculty. We are seeking a Head of English with the energy and enthusiasm to inspire and develop students and staff in our popular and thriving academy. The post holder will also take the whole academy strategic lead for improving Reading across years 7-11 working alongside the Reading & Writing champions.

The successful candidate will have a proven track record in teaching English Language and Literature and delivering good outcomes for students; this will ensure that we continue to provide a high quality education for all children in a caring, inclusive environment. We would welcome applications from those with prior leadership experience but also those new to leadership and keen to take a step into subject leadership. A full and comprehensive package of training, mentoring and coaching will be provided. Unity Academy has a supportive staff team who work together to ensure that the school motto is clearly articulated and we demonstrate that ‘In Unity, we succeed’.

Unity Academy is an all through school for children aged 5-16 and as such an awareness of curriculum coverage across all phases of education is required, although the specific remit of this role will be leading the team of teachers who contribute to teaching in years 7 to 11. This post represents an excellent professional development opportunity for any aspiring middle leader at our academy as we continue our journey to being the best we can be.

**How to apply**

Please complete the online application form at [www.fcat.org.uk](http://www.fcat.org.uk) including a supporting statement. This supporting statement should be no more than two sides of A4.

For any information regarding the position or the school or to arrange a visit to Unity Academy please contact Mrs. K. Linney, Principal’s PA who will be happy to assist you.

**Closing time and date for applications is: 9AM on Tuesday 26th February 2019.**

**Interviews will be held in the week commencing the 4th March 2019.**

*The Fylde Coast Academy Trust is committed to equality of opportunity for all. Fylde Coast Academy Trust is fully committed to safeguarding and promoting the welfare of all learners, staff and visitors. All staff will be carefully selected using recruitment and selection procedures designed to emphasise our commitment to safeguarding. All posts, including volunteers, are subject to enhanced DBS clearance.*

Dear candidate,

Thank you for expressing an interest in the Head of English vacancy at Unity Academy, Blackpool. This post is an important appointment for us as we look to further develop the English department within the academy and thus improve the curriculum offer and outcomes for young people. We are keen to appoint someone who has a passion for their subject and a compelling curriculum vision.

I wanted to take the opportunity to personally thank you for your interest in the post and give you a flavour of the academy. I took up post as Principal on the 1st April 2017. Prior to this I had worked at the academy as Vice Principal. Unity Academy is a very special place to work and I have certainly felt that the school strap line of ‘In Unity, we succeed’ is something that very accurately portrays the approach all staff have to working within the academy.

Unity Academy serves an area of high socio-economic disadvantage; we are in the highest percentile for pupil premium, free school meals and SEND needs. These challenges make Unity a very special place to work; our children have character in abundance and are highly reliant on the supportive atmosphere that the academy offers them. Students are keen to learn and want to succeed; through the support of staff, we make this possible.

Students in English follow a highly ambitious curriculum which leads to AQA GCSE English Language and Literature for all students. There is now a chance for a new Head of Department to review the curriculum further to ensure that whilst we retain the very highest expectations of our students, they develop a love of learning English and a passion for the subject.

The academy improvement plan (or Vision 2020) has one very clear goal, to improve the reading ability of every learner in the academy. To this end we have invested heavily in intervention strategies for weaker readers including Accelerated Reader, Lexonic, Lexonic Leap, IDL cloud, PIXL Vocabulary and various external training courses. It is envisaged that within a redefined curriculum some of these interventions will take place within year 7 and 8 lesson time.

Unity Academy opened its doors on the 1st September 2013. At the time the academy had some serious challenges to overcome; by working together we achieved a ‘good’ Ofsted rating in October 2017 but the journey is by no means complete. Improving outcomes for learners remains a key priority as does offering a curriculum that develops a breadth of knowledge and skills but also a love of learning. If you feel you are up to the challenge of delivering this, we look forward to receiving your application.

Yours sincerely,  
  
Stephen Cooke  
Principal

**The Core Learning Faculty**

The core learning faculty comprises all those who deliver English, maths or Science to years 7 to 11 within the academy. It is led by a Head of Faculty who retains overall responsibility for subjects within the faculty and line manages the respective heads of subject. Her role also encompasses that of head of science. The full leadership structure of the faculty is shown below.

**The English Department**

From 27th August 2019, the staffing within the English department is as outlined below: -

* Head of Department: Vacancy
* Teacher of English: Mr. S. Lee
* Teacher of English: Miss C. Whitworth
* Teacher of English (Part time): Mrs. L. Gunn
* Teacher of English: Mrs. R. McLaughlin
* Teacher of English: Mrs. A. Rawcliffe

The following senior staff also contribute to the delivery of English: -

* Senior Vice Principal: Mrs. G. McGuinness
* Assistant Principal: Mrs. T. Shaw

The department is supported by an FCAT Director of English who works across the multi academy trust to support improvements in English across each academy. External markers are used for year 11 examinations in order to ensure a consistent approach to assessment of mock exams. All students in the department study for and are examined in AQA GCSE English Language and Literature. The following set texts are currently studied by students in years 9 and 10.

* An Inspector Calls
* Macbeth
* Romeo and Juliet
* A Christmas Carol
* War and Conflict Poetry
* Love and Relationships Poetry (Y11)

This academic year students in year 7 to 11 are taught for 4 hours a week in years 7 to 9 (mixed ability groups in year 7 and 5 sets in years 8 and 9). In Y10, students study 2 hours a week of English Literature and 3 hours a week of English Language. In Y11, students study 3 hours a week of both English Language and English literature. These hours will be reviewed prior to next year.

In addition to management of the English department, the successful candidate will be responsible for leading the improvement of students reading across the academy (Years 7 to 11). This will require specifically working alongside the Reading & Writing champion to deliver strategies and interventions to improve students reading abilities.

**Fylde Coast Academy Trust (FCAT)**

Fylde Coast Academy Trust (FCAT) was established in 2012 by Fylde Coast Teaching School, a partnership of Blackpool Sixth Form College and Hodgson Academy, both “Outstanding” learning organisations recognised for their contribution to education on a national level. Our aim is to ensure first class learning opportunities for all young people on the Fylde Coast and across Lancashire. Learners are at the heart of what we do and their outcomes and successes are what drive us. We are a Multi-Academy Trust working in partnership with educational institutions at the heart of our local community, fostering collaboration and knowledge sharing which is critical to our culture of continuous improvement. Unity Academy was the first academy within the trust opening in September 2013. Since then the trust has grown to include 10 academies and 2 partner organisations. Full information about the trust and its work can be found on the website [www.fcat.org.uk](http://www.fcat.org.uk)

**Job Description**

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| **Job Title:** | Head of English (2nd in Core Faculty) |
| **Salary:** | TLR 2c |
| **Responsible to:** | Principal, Senior Vice Principal, Assistant Principal, Head of Faculty |
| **Date of Job Description:** | January 2019 |

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| **Primary purpose of the Role:** |
| Securing in consultation with the senior leadership team outstanding education within the department for all young people at Unity Academy, ensuring consistently high expectations of students and outcomes, which improve year on year.  Ensuring a purposeful, positive and disciplined culture and ethos in the department, with strong progress and attainment outcomes for students. Thereby, ensuring a high quality education for all students.  Ensuring the key elements of progress and achievement, quality of teaching, behaviour and safety and leadership are all of a very high standard within the department.  Ensuring that reading is a key priority across the academy and strategically lead improvements in students reading ability, particularly in years 7 to 11.  Working in association with line managers overseeing, as appropriate to this role, staffing and resource management to ensure the school is financially secure and operating within budget. |

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| **Main Responsibilities:** |
| Professional Standards: Meeting the professional standards for teachers, core and threshold, as applicable to the post-holder and as revised in the most recent update of the School Teachers Pay & Conditions document.  Acting as a form tutor, carrying out all reasonable duties associated with this role.  Strategic and Operational leadership of the department, in particular ensuring that high quality teaching and learning is embedded daily within the department. Operational leadership of all self-evaluation within the department and contributing to the production and monitoring of the faculty improvement plan.  Developing and implementing whole academy strategies to improve reading across the curriculum in years 7-11.  In carrying out their duties, all senior post holders will be required to implement the policies of the Fylde Coast Academy Trust and the Academy Council. |

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| **Main Duties: Core Responsibilities** |
| * To fulfil requirements of a classroom teacher to Core and Post Threshold standards as defined in the generic job description for teachers. * To act as a form tutor, carrying out all duties associated with this role. * To ensure a commitment to safeguarding is evident in all actions taken. * To ensure all actions taken are in line with the requirements of the DfE guidance and academy policies on safeguarding and child protection. * To have knowledge and awareness of the academy improvement plan. * To be aware of the staff handbook and the policies within. * To attend and contribute where appropriate to all meetings as designated by the Principal. * To play a full professional role with regard to Health & Safety, * To act as a member of a duty team where required and reasonable. * To communicate and consult with parents about individual student progress as necessary. * To attend parents evenings. * To pro-activley support other academies within the Fylde Coast Academy Trust as considered necessary or as required. * To carry out efficiently and effectively specific administrative and organisational tasks allocated to the role. * To maintain and further develop high standards of Teaching & Learning within the department, through regular monitoring and coaching and by personal example. * To play an active part in the development of the faculty improvement plan including taking overall strategic lead for aspects of the plan. * To perform the duties of Performance Management Reviewer for identified support staff, teachers and Leaders:   + Reviewing annually the performance of these support staff, teachers / Leaders and setting new objectives in line with the FCAT policy and procedures.   + Making recommendations on pay progression based on academy policy and consistently applied standards to the Principal * To challenge underperformance at all levels ensuring effective corrective action and follow up; * To manage delegated budgets to ensure that costs remain in line with budget. * To manage own workload and that of others to allow an appropriate work/life balance. |

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| **Main Duties: Specific Responsibilities** |
| **Outcomes for students**   * Responsible and accountable for standards of achievement and progress against annual targets of all students within the department. * Ensuring that high expectations prevail with high standards of achievement and progress. * Responsible for policy planning and development for maximum student success. * Plan, implement and evaluate strategies where improvement needs are identified. * Responsibility for maintenance and analysis of student tracking systems, consistent with the academy policy, arranging and monitoring the impact of intervention of student to ensure maximum progress. * Provide SLT, governors and Heads of Faculty with relevant, subject, curriculum or student performance information.   **Teaching and Learning**   * Responsible for departmental planning, curriculum coverage and learning outcomes. * Ensure optimum student learning underpins all decision making and planning. * Ensure the highest quality assessment for learning. * Lead the development and enhancement of pedagogy within the department in line with academy and faculty priorities. * Ensure these pedagogies are consistent and effective, through rigorous planning, monitoring evaluation and review, training and support. * Maintain personal expertise and act as a role model for excellent classroom practice, modelling effective strategies and sharing/coaching other teachers. * Monitor and evaluate standards of teaching, identifying areas for improvement. * Monitor and assess the standard of student work and feedback within the department. * Plan, implement and demonstrate the impact of strategies to improve teaching. * Plan, implement and demonstrate the impact of strategies to improve reading across the curriculum for students in years 7-11 specifically.   **Leadership and Management**   * Provide strong, effective, clear and purposeful leadership of the department including ensuring that your curriculum vision is clearly defined, well implemented and has impact. * Responsible for departmental self-evaluation contributing to faculty and academy self-evaluation. * Assist in the induction, support and monitoring of new staff including NQT/Teach First. * Act as an appraisal reviewer for identified teachers, reviewing annually the performance of these teachers and setting new objectives. * Responsible for implementation, monitoring and review of faculty policies. * Initiate and review curriculum developments focussed on raising attainment. * Provide rigorous, challenging and supportive line management for the department and reading & writing champions. * Continue to take an active interest in your own CPD and that of others. * Define and agree appropriate improvement targets for the department. * Deputise for Head of Faculty when and where appropriate.   **Behaviour and Safety**   * Responsible for standards of behaviour and attitude within the department. * Ensure optimum conditions for effective teaching and learning prevail. |

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| **Accountability** |
| * Accountable for the standards of achievement (attainment and progress) of all students in your department. * Accountable for the standards of reading across the academy (particularly for students in Y7-11) * Ensure that appraisal arrangements are executed appropriately. * Accountable for the effective implementation of the relevant sections of the faculty improvement plan. * Accountable for the standards of teaching within the department. * Accountable for a positive, purposeful and productive team spirit within the department. * Line management responsibility, substantial direct and indirect responsibility for teaching and support staff. * Planning the deployment of staff expertise to achieve academy/department improvement objectives. * Accountable and responsible for the well –being of people within the department. |

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| **Flexibility** |
| The above represents a broad outline of the specific duties and responsibilities currently attached to the role of Head of Department (2nd in Faculty). Depending on the needs of the academy, these may be altered from time to time in consultation with the Principal. |

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| **Job Description prepared by:**  S Cooke | **Date:**  January 2019 |
| **Agreed by post-holder:** | **Date:** |
| **Principal:** | **Date:** |

**Person Specification**

**Head of English (2nd in Core Faculty)**

Essential requirements (E) are those without which an applicant will not be considered for appointment. Desirable requirements (D), whilst desired, a candidate will still be considered for appointment without these.

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| Personal attributes required based on Job Description |  |
| Qualifications  1. Qualified Teacher Status 2. Qualified to degree level 3. Relevant post-graduate qualification in education or management (e.g. NPQML). | E  E  D |
| Experience  1. At least 3 years successful teaching at KS4 2. Raising attainment at KS3/4 in this subject. 3. Teaching a broad ability range of students including high ability students 4. Experience of middle leadership (e.g. 2nd in department) | E  E  D  D |
| Knowledge and Understanding  1. Detailed knowledge of 11-16 curriculum and current developments relevant to your subject. 2. Comprehensive knowledge of KS1 and 2 curricula and how these influence KS3 and 4 schemes of work in your subject. 3. Able to effectively use data to set targets, monitor and raise standards, initially with support. 4. Solid understanding of issues related to the national curriculum | E  D  E  E |
| Skills and Abilities  1. Excellent communication skills, both verbal and written, with the ability to negotiate and consult tactfully and effectively; to achieve desirable outcomes. 2. Excellent ability to make well-judged decisions based upon accurate analysis and interpretation of appropriate data or information. 3. Strong resilience and mental toughness to operate in a challenging environment. 4. Readiness to seek and respond to advice and guidance. 5. Excellent collaborative working skills to perform effectively as part of the wider team of the Fylde Coast Academy Trust. 6. Expert and robust people management and leadership skills, to lead by example. 7. Determination to promote equality of opportunity throughout all aspects of academy life. 8. Ability to set, expect and monitor excellent standards. 9. Strong ability and drive to achieve challenging personal and organisational goals.  Positive outlook, good sense of humour | E  E  E E D  D  E E  E  E |
| Other Attributes  1. Evidence of having undertaken recent and relevant continuous professional development relevant to this role and to demonstrate the impact of this in work practice. | E |